What Students Need to Know about Freedom of Information and Protection of Privacy

A Study Guide for Elementary Schools

Grade 5 Teacher's Guide

September 2003

Acknowledgments

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Preface

The Information and Privacy Commissioner/Ontario (IPC) provides an active outreach program to help increase the understanding of two very important public values: (1) open government; and (2) personal privacy. As part of this outreach program, the IPC has developed an elementary and secondary school program: ***What Students Need to Know about Freedom of Information and Protection of Privacy***.

What Students Need to Know provides an opportunity for students and their teacher to discuss why access to government-held information and personal privacy are important public values, and how these values are reflected in our relationships with governments.

The Grade 5 ***What Students Need to Know*** program is focused on introducing students to the importance of these two values, and how they are relevant to their lives. Our hope is that once the values are learned and understood, they will find expression and ongoing relevance as students mature. The elementary school teacher's guide contains a number of activities which are designed to generate questions and stimulate group discussion of open government and privacy protection.

Table of Contents

Teacher's Notes ... *Page 1*

Activity 1 — Introducing the Concepts ... *Page 5*

Activity 2 — Privacy Alert ... *Page 10*

Activity 3 — Thinking about Individual Rights ... *Page 13*

Activity 4 — A Day in the Life of a Student ... *Page 15*

Sample Teacher Anecdotal Recording Sheet ... *Page 17*

Resources

Activity 1
Overhead 1 — Illustration
Overhead 2 — Using the *Act*
Overhead 3 — River Polluted

Activity 2
Handout 1 — The Chapter Eaters' Book Club

Activity 3
Handout 2 — Statements

Activity 4
Handout 3 — A Day in the Life of a Student

Teacher's Notes

Feedback Form

We really appreciate your feedback on this program so that we can ensure that it is as effective, relevant and easy to use as possible. Please take a moment to complete the Teacher Feedback Form included with this package.

Assessment Activities

At the end of each activity is a student assessment, which is designed to assess a student's understanding of new concepts and the ability to apply them in written, oral, and visual forms.

Individual student anecdotal recording sheets can also be used to assess each student's abilities to communicate ideas orally and to participate in whole class and small group discussions. A sample recording sheet can be found at the end of Activity 4.

Have each student create a folder in which to store these materials.

Resources

The IPC Web site

The IPC Web site (*www.ipc.on.ca*) serves as a research and information tool. It is updated regularly and includes:

- information about the IPC's role and answers to frequently asked questions about access and privacy;
- annual reports;
- the text of the provincial and municipal *Freedom of Information and Protection of Privacy Acts*, as well as plain language summaries;
- all IPC orders, investigation reports and judicial reviews, with subject and section number indices;
- IPC publications such as policy papers, *IPC Practices* and *IPC Perspectives* (newsletter);
- links to other access and privacy Web sites from Canada and around the world; and
- links to other Web sites that provide information about access and privacy.

Media Awareness Network

The Media Awareness Network (www.media-awareness.ca) is a place where educators, parents, students and community workers can share resources and explore ways to make the media a more positive force in children's lives. The section *www.media-awareness.ca/english/issues/privacy/index.cfm* is focussed on the issue of privacy and includes such topics as news stories on privacy, privacy debates, how to become involved in privacy issues, a resource room, and information on legislation, codes, and practices.

This site also contains information about *Privacy Playground: The First Adventure of the Three Little CyberPigs*, a new interactive privacy game, which is designed to teach children between seven and ten years old to spot, and avoid, Internet marketing ploys and online threats—and to have fun while they learn! A *Privacy Playground Teacher's Guide*, for use at home or in the classroom, is also available online.

Books for Teachers

The Privacy Payoff. Ann Cavoukian and Tyler J. Jamilton. Toronto: McGraw-Hill Ryerson, 2002.

Who Knows: Safeguarding Your Privacy in a Networked World. Ann Cavoukian and Don Tapscott. Toronto: Random House of Canada, 1995.

The Annotated Ontario Freedom of Information and Protection of Privacy Acts 1993. Colin H.H. McNairn and Christopher D. Woodbury. Scarborough, Ont.: Carswell, 1993.

An Educator's Guide to Freedom of Information. Brenda Stokes Verworn. Aurora, Ont.: Aurora Professional Press, 1999.

Government Information: Access and Privacy. Colin H.H. McNairn and Christopher D. Woodbury. Don Mills, Ont.: De Boo, 1989.

Practice and Procedure Before Administrative Tribunals; Robert W. Macaulay. Toronto: Carswell, 1988. Chapter 25.

The Privacy Rights Handbook: How to Take Control of Your Personal Information, Beth Givens. San Diego: Avon Books, Inc., 1997.

Internationally Recognized Privacy Principles

In 1980, the Organisation for Economic Co-operation and Development (OECD) developed a set of principles to ensure the fair treatment and handling of personal information collected by organizations. These principles are known as the Code of Fair Information Practices, and they form the basis of virtually all privacy legislation throughout the world.

The principles:

- Only the information that is really needed should be collected.

- Where possible, it should be collected directly from the individual to whom it pertains (the data subject).
- The data subject should be told why the information is needed.
- The information should be used only for the intended purpose.
- The information should not be used for other (secondary) purposes without the data subject's consent.
- The data subject should be given the opportunity to see his/her personal information and correct it if it's wrong.

Freedom of Information and Protection of Privacy Legislation in Canada

Freedom of information legislation in Canada gives members of the public a statutory right of access to government-held records. These laws operate in accordance with the general principles that:

- information should be available to the public;
- necessary exemptions to the right of access should be limited and specific; and
- decisions on the disclosure of government information should be reviewed independently of government.

The right of access to government records reflects an extremely important public value in mature democratic countries — it means that government is prepared to be open and accountable to its citizens.

Privacy protection legislation in Canada reflects the OECD's Code of Fair Information Practices. It creates rules the government must follow in order to protect an individual's right to privacy. These rules include:

- the right of access to one's own personal information, and the corresponding right to correct inaccurate personal information;
- the right to an independent review of any access decision;
- regulations governing the collection, retention, use, disclosure, and disposal of government-held personal information;
- the right to complain to an independent oversight body if anyone feels that these regulations have been breached.

Privacy protection is extremely important, especially in the computer age where technology can have a profound impact on the collection, use, and disclosure of personal information, as well as issues of storage and security. Without these rules and regulations, governments would have the power to infringe upon and control the lives of their citizens.

Federal Legislation

Privacy Act — Privacy Commissioner of Canada — The *Privacy Act* came into effect on July 1, 1983, replacing some limited personal information rights set out in Part IV of the *Canadian Human Rights Act*.

The federal Privacy Commissioner has oversight responsibilities for all federal government departments and agencies. He reviews decisions of the government regarding access to one's own personal information, and investigates complaints about breaches of the statutory rules and regulations regarding privacy. (Visit *www.privcom.gc.ca* for more specific details.)

Access to Information Act — Information Commissioner of Canada — The *Access to Information Act* also came into effect on July 1, 1983.

The federal Information Commissioner has corresponding oversight responsibilities for freedom of information requests within the federal public sector. He reviews decisions of the government regarding access to government-held records, ensuring that any exemption claims are defensible, that searches for all relevant records are thorough, and that fees charged are reasonable. (Visit *www.infocom.gc.ca/acts/default-e.asp* for more specific details.)

Provincial Legislation

Most provinces and territories in Canada, including Ontario, have freedom of information and protection of privacy laws. All of these laws reflect the same public values of open government and personal privacy, although coverage and powers vary from province to province. Some provincial legislation covers only provincial government organizations, while others cover both provincial and municipal government organizations; some cover hospitals, others cover universities, and some also cover self-regulating professional bodies. Most provinces and territories have an independent official with oversight responsibilities. Sometimes this is a provincial Ombudsman with the authority to recommend and persuade; in others, like Ontario, this person is a Commissioner with power to order the disclosure of records.

Private Sector

The underlying value of freedom of information law — public accountability through open government — has no application in the private sector. However, the value of privacy protection exists no matter what organization holds personal information.

On January 1, 2001, the federal *Personal Information Protection and Electronic Documents Act* came into force. The immediate impact was the extension of privacy protection to the federally-regulated private sector and to the transjurisdictional flow of personal information for commercial purposes. The law also has provisions which will expand this private sector coverage to provincial jurisdictions, as of January 1, 2004, if a province has not enacted very similar legislation.

Activity 1 — Introducing the Concepts

Time Needed
50 minutes

Resources
overhead projector
chart paper, markers
Overhead 1 — Illustration
Overhead 2 — Using the Act
Overhead 3 — River Polluted

Organizing Idea

In this activity, students will have an opportunity to:

- learn what is meant by the term "personal information" and how it can be used and abused;
- learn why freedom of information laws play an important role in our system of government;
- be introduced to the role of the Office of the Information and Privacy Commissioner.

Procedure

Step 1 *(20 minutes)*

Illustration (Overhead 1)

Introduce the topic of personal information and privacy using Overhead 1. This illustration can serve as both an "ice-breaker" and also introduce students to the concepts of personal information, the collection of personal information and the fact that their personal information can be used and abused. Record the students' answers to questions raised during the discussion. These answers will be used to broaden the discussion into the concept of personal privacy and identify why it is important.

After placing the overhead on the projector, tell the students that you want them to take a minute to think about the illustration.

Questions to ask:

Question = Q
Sample Answers = SA

Q: *What is the student doing?*

SA: Walking

Q: *What is the other character doing?*

SA: Watching the student
Recording information about what the student is doing
Recording information in several manners — looking, listening

Q: *How is the information being gathered?*

SA: On paper
By a computer
Tape recorder
Camera

Q: *What are some situations where you think it is good for information about you to be recorded?*

SA: When you are allergic to something which, if you ate it, could be harmful to you, i.e., peanuts, medication.

It is a good idea for the pharmacist at the store where you get your medication to know about all the drugs you are taking, to avoid giving you medication which may cause you to have a bad reaction.

Cameras at intersections to catch red light runners.

Cameras for security in underground parking garages.

Q: *What are some situations where you think it would not be good for information about you to be recorded?*

SA: A camera in the change room in a clothing store.
Taping of your telephone conversations.

Summation

Tell the student that what you have been talking about is called personal information. "Personal information" is information about you as a person and what you do. Look at their responses to the questions on the chart and identify what, in those answers, is personal information.

Ask the students if the privacy of their personal information important to them.

Use the responses to show how personal information can be used or abused.

Step 2 *(20 minutes)*

Cartoon — Using The Act (Overhead 2)

Introduce the topic of freedom of information using the Cartoon. The Cartoon shows the benefits of freedom of information laws in a humourous way.

After placing the overhead on the projector, tell students that you want them to take a minute to think about the message in this cartoon.

Questions to ask:

Q: How did Charlie find out about the contents of his hotdog?

SA: He made a request for it and received the information from the government.

Q: Do you know what an Act is?

SA: An Act is a law which to is to be obeyed. There are penalties and/or fines which are given if one doesn't obey an Act.

Q: How did Charlie benefit from a law that allowed him access to this information?

SA: Charlie knows what is in a hot dog and can decide whether he wants to eat one.

Q: If there was no law to protect Charlie, what could be the result?

SA: If he has an allergy to something in a hot dog he could get sick.
He might be a vegetarian.

Article — River polluted (Overhead 3)

The previous overhead was used to show, in a humourous way, the benefit of Freedom of Information legislation. This overhead is to be used to show the students the practical uses of Freedom of Information legislation in Ontario.

After placing the overhead on the projector, read the article to the students. Tell the students to listen carefully as you will be asking them questions about the article afterwards.

Q: What information was Lynn Jones able to get when she made an access to information request?

SA: Drinking water is polluted;
There has been a large leak of chemicals from the reactor for 20 years;
The Board thought the problem was not serious.

Q: Why is it important that this information is available?

SA: The leak affected the health of people drinking the water;
The leak was harmful to the environment and the animals in the environment;
People now have been informed about the leak and decide can whether to drink the water, eat fish from the river, etc.

Q: *If there was no law to allow Lynn Jones to obtain this information, what could happen?*

SA: People would continue to drink the water and may get sick;
Wildlife would get sick;
People would only know what the government lets them know.

Explain that there is a law in Ontario that gives you the right to request access to government-held information. It is called the *Freedom of Information and Protection of Privacy Act*. Tell the class that Lynn Jones used her right as a citizen to request access to government information about the leak at Chalk River. Lynn Jones was able to access this information using the *Act*.

Step 3 *(10 Minutes)*

Suggested summary: I would now like to take a few moments to summarize what we have spoken about today.

We have talked about information about you and what you do. This is called your personal information. There are many ways in which your personal information can be collected. We also talked about the importance of the protection of your personal information as it can be used or abused by other people.

We then spoke about the importance of having access to government-held information. By reviewing the Chalk River article, we saw how important it is to have a law that gives citizens the right to obtain information from the government.

Basically there are three levels of government in Canada. They are the federal government, provincial governments and municipal governments. All of the various levels of government in Canada are democratic and have some form of freedom of information and protection of privacy laws.

An actual watchdog protects its owners and their home from harm. The freedom of information and protection of privacy laws also need protection to be sure that they are followed, so they have a watchdog too.

This watchdog is called the Information and Privacy Commissioner/Ontario. This agency tries to ensure that all provincial and municipal government organizations follow the access and privacy laws. It also help educate the public about its rights to access government-held information and how to protect personal privacy.

Student Assessment — Activity 1

Student Dictionary

Provide materials for each student to create a dictionary of important concepts introduced in this activity and subsequent ones. At the end of each activity, provide time for students to write and discuss appropriate definitions.

Have each student add the following terms to his/her dictionary:

- personal information
- privacy
- access
- government-held information
- Act
- *Freedom of Information and Protection of Privacy Act*
- Information and Privacy Commissioner/Ontario

Assess the extent to which each student is able to organize a dictionary and write appropriate definitions for each of the terms.

Cartoon Strips

Provide drawing materials for students to make a cartoon strip of situations where it is **good** for personal information to be collected. Have students create a second cartoon strip illustrating situations where it is **not good** for personal information to be collected. Allow time for students to discuss their work in small groups or in pairs.

Assess the extent to which each student is able to identify appropriate situations and create accurate, detailed drawings and texts that relate to him/her.

OR

Cartoon

Using the "Charlie" cartoon as an example, ask students to think of situations where people benefit from the freedom of information laws. Invite students to illustrate a situation in a humorous way. Provide an opportunity for students to share their work.

Assess the extent to which each student is able to identify appropriate situations and create a drawing and text that illustrates the point.

Activity 2 — Privacy Alert

Time Needed
40 minutes

Resources
Handout 1 — The Chapter Eaters' Book Club

Organizing Ideas

Privacy is difficult to define because its meaning may change from one context to another. There are three distinct types of privacy which are relevant to everyone, including students:

- territorial privacy — the ability to restrict access to your own private world;
- privacy of the person — the laws that guarantee freedom of movement and expression, prohibit physical assault, and restrict unwarranted search or seizure of the person;
- informational privacy — an individual's ability to control his or her own personal information.

Activity 2 focuses on informational privacy, and demonstrates its increasing importance in the computer age, where vast amounts of personal information can be collected, stored and manipulated.

Procedure

Step 1 *(5 minutes)*

Introduce the topic by explaining the three types of privacy, and position the discussion of informational privacy.

Step 2 *(10 minutes)*

Distribute Handout 1 and ask each student to complete it.

Step 3 *(20 minutes)*

Ask students to comment on the information collected on the form. Some suggested questions are:

- Do you think all the questions are necessary?
- What information does a book club need?
- What information is not needed?
- Why would a book club want information about student preferences — books, TV, music, sports?

Explain to students that sometimes their personal information is sold, without their consent, to companies who will send them advertisements based on this information. Ask students how they feel about this.

Explain that people often have to provide personal information in order to get a service — e.g., renting a video or opening a bank account. Ask students for examples of situations where giving out personal information and giving up some privacy is worth it in order to receive the benefits. Also ask the students whether getting free tickets or a free CD is always worth giving up some of their privacy.

Step 4 *(5 minutes)*

Close by stressing the importance of protecting your own personal information, and how to become a "Privacy Watchdog." Students could do a follow up activity such as creating posters to inform others about the importance of privacy. For example:

Become a Privacy Watchdog

Ask:

"Why do you need this information?"

"What will you use it for?"

"Will you rent or sell it to anyone?"

"I don't want any junk mail from you. How can I be removed from your mailing list?"

Student Assessment — Activity 2

Student Dictionary

Have each student add the following terms to his/her dictionary:

- informational privacy
- "privacy watchdog"

Chapter Eaters' Book Club Form

Have the students revise the book club form (Handout 1) to include only the necessary information.

Have students think of other situations when they fill out forms. Have them pick one situation and create a form that includes both necessary and unnecessary personal information. Working in pairs, have students exchange forms and discuss the personal information that is appropriate and inappropriate. At the end of the activity, ask students to underline the essential personal information in their forms.

Assess the extent to which each student is able to identify appropriate situations and create forms that illustrate an understanding of the concept of privacy.

Poster: Become A Privacy Watchdog

Use the posters students create in Activity 2, Step 4, to evaluate their understanding of the questions that need to be asked to protect informational privacy.

Assess the extent to which each student is able to identify appropriate questions that illustrate an understanding of the concept of a privacy watchdog.

Activity 3 — Thinking about Individual Rights

Time Needed
40 minutes

Resources
pens
Handout 2—Statements

Organizing Ideas

This activity is adapted from Unit 6C, Activity 3 of "A Social Studies Handbook Grades 4–6." It is designed to build on the important public values introduced by the speaker in Activity 1:

- open government, through the rights provided under freedom of information laws;
- the protection of personal privacy.

Procedure

Step 1 — *(25 minutes)*

Divide students into small groups. Provide each student with a copy of Handout 2. Ask the groups to undertake three tasks:

(a) discuss each statement and decide which section of the circle it should be placed in. Write the number of the statement in the appropriate section.

(b) discuss and agree on what changes would have to be made to the statements in the "Not Sure" and "Disagree" sections in order to transfer them to the "Agree" section. Students may want to use qualifying words, such as "except," "unless" or "usually."

(c) use three of the "Agree" statements to construct "Rights" statements, i.e., statements which everyone agrees are important in a democratic society.

Step 2 — *(15 minutes)*

Have each group explain why it positioned the statements in the three sections, how the group reworded the statements, and then read out its "Rights" statements. The "Rights" statements can be recorded on chart paper and included in the "Rights in the Social Studies unit: Aspects of Government in Canada" portion of the Social Studies Curriculum.

Student Assessment — Activity 3

Student Dictionary

Have each student add the following terms to his/her dictionary:

- open government
- rights

Following Activity 3 — *Thinking About Individual Rights*, have each student create a personal list of rights they consider to be important. In small groups, have students share their lists. Have them underline the ones that can not be agreed upon. Discuss these statements with the whole class and decide if they can be revised for inclusion as individual rights.

Assess the extent to which each student is able to create appropriate lists that illustrate an understanding of the concept of "rights."

Activity 4 — A Day in the Life of a Student

Time Needed
40 minutes

Resources
Handout 3 — A Day in the Life of a Student

Organizing Ideas

This activity is designed to:

- demonstrate how personal information is collected during everyday activities;
- demonstrate how that information can be used and abused.

Procedure

Step 1 *(20 minutes)*

Distribute Handout 3, review the headings on the handout, and discuss what the students are expected to do.

Divide the students into groups of four. Ask the students to discuss and record their responses to the questions posed in the handout.

Step 2 *(20 minutes)*

Have a whole class discussion about the content of the activity. You may wish to create a summary chart: Types of Monitoring, Types of Personal Information, What Made us Feel Uncomfortable.

Record students' comments about why privacy matters.

Assess the extent to which each student is able to identify appropriate situations and create a drawing and text that illustrates the point.

Student Assessment — Activity 4

Student Dictionary

Have each student add the following term to his/her dictionary:

- monitoring

Role Play

Divide the class into groups of three or four. Have each group decide on a type of monitoring it wants to mime before the class. Class members should then guess what type of monitoring this activity represents and comment on it.

Assess the extent to which each student is able to create and mime appropriate situations that illustrate an understanding of the concept of monitoring.

Collage

Using art materials, magazines, and newspapers, have students create a collage of activities that illustrate how personal information is collected in everyday activities. Allow time at the end of this activity for students to share their work and to comment on how personal information can be used and abused.

Assess the extent to which each student is able to create appropriate situations using the selected materials, and to describe his/her work in detail.

Self-Assessment

Provide time at the end of the study for students to reflect on what they have learned. Have each student record his/her answers to self-assessment questions and add this information to his/her folder.

The following are some sample questions:

What did you learn about the protection of privacy?

Do you think open government is important? If so why?

Which activities did you enjoy doing?

What questions do you have about this topic?

Sample Teacher Anecdotal Recording Sheet

Student: _____

Scale: 1=seldom 2=occasionally 3=frequently 4=regularly

Performance Task	**Scale**			
communicates ideas clearly and effectively	1	2	3	4
demonstrates orally an understanding of the content	1	2	3	4
shows respect for the ideas of others	1	2	3	4
listens without interrupting	1	2	3	4
contributes to discussions	1	2	3	4

Resources

What Students Need to Know

Using the Act

Using the "Freedom of Information Act," Charlie is sent a list of things they put in hot dogs.

The story that follows is about a machine that is used to create electricity called a nuclear reactor. The machine is called a nuclear reactor because inside it there is a reaction between nuclear particles, known as atoms. The nuclear reaction releases a great deal of heat. The heat is used to turn water into steam. The steam is then used to turn the generators that produce electricity.

River polluted

Chalk River, Ont. The Atomic Energy Control Board, which is responsible for nuclear safety in Canada, acknowledged in December 1996 that a reactor at Chalk River, Ontario, had experienced a "mild" leak of radioactive water into the Ottawa River. High levels of radiation can be harmful to people. The Board said, however, that the Ottawa River dilutes (or weakens) the radioactive water, and there is no danger to people who drink the water.

But an *access to information request* filed by Lynn Jones of nearby Pembroke shows the leak carried large amounts of radioactive water into the river, which supplies drinking water to many communities downstream, for nearly two decades.

For nearly 20 years, the nuclear power plant at Chalk River leaked more than 4,000 litres of radioactive water (equal to 2,000 large bottles of pop) each and every day through the soil to the Ottawa River.

The Atomic Energy Control Board was not particularly concerned with the leak because the amount of radioactivity released was two million times less than the regulatory (or permissible) limit, said Board spokesman Robert Potvin.

This is a simplified version of an article from a Canadian Press story published in The Globe and Mail.
All material copyright The Canadian Press.
— *May 29, 1997*

Activity 2 — Handout 1

☐ YES! Please enroll me in the CHAPTER EATERS' BOOK CLUB at the special introductory price of $7.50

☐ Boy ☐ Girl Grade ____

Student's First Name _____ Last _____

Address _____ Apt. _____

City/Town/Province _____ Postal Code _____

Telephone Number (include area code) _____ Birth date _____

Kinds of books you like to read _____

Favourite musical group _____

Three TV shows you watch regularly _____

Sports you play _____

Favourite running shoes _____

Sports team you like best _____

Favourite movies _____

Video games you like to play _____

Parent's Name _____

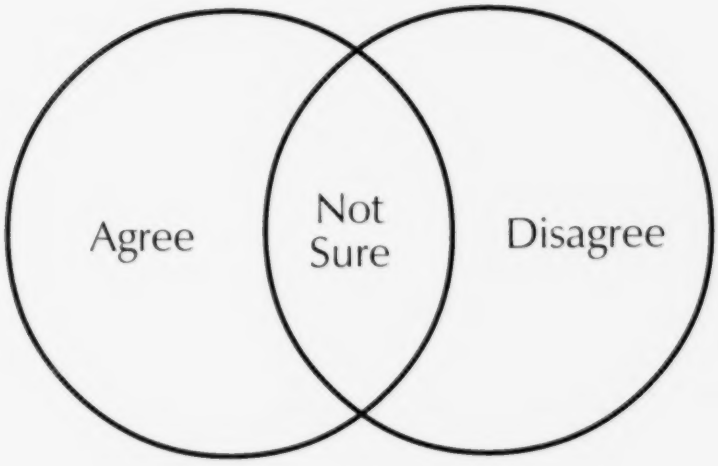
Parent's Occupation _____ Age _____

Parent's Signature _____

Activity 3 — Handout 2

Statements:

1. Teachers should be allowed to display our reading scores in the hall.
2. I should be able to find out how my asthma medication will affect me.
3. A store should not have to tell me that it is videotaping me while I shop.
4. Any teacher in the school should be able to get a copy of my report card, even if he or she is not my current teacher.
5. I should know if a book club is going to sell my personal information.
6. My teacher should provide me with a list of the home addresses of all the students in my class.
7. I should be told if I am going to be videotaped in a store's changing room.
8. I should be able to see my school records.
9. My parents should not have to tell me if they are monitoring my e-mail messages.
10. I should be able to find out the name of the person who complained about me to my teacher.



Activity 4 — Handout 3

A Day in the Life of a Student				
Time	**Activity**	**Type of Monitoring**	**What information is being collected?**	**How do you feel about this? Why?**
7:30 a.m.	Get up in the morning.			
8:30 a.m.	Pass a major intersection.	*Pass a traffic camera.*		
8:45 a.m.	Get on the school bus or public transit.	*Transit stations and some school buses have video monitoring.*		
9:15 a.m.	You're late, go to the office.	*The parent volunteer removes your name from the absentee list.*		
9:30 a.m.	Go on a field trip to the museum.	*Consent form requires parent's signature and date.*		
12:00 p.m.	Go to the office with a note allowing you to leave the school property for lunch.	*Your name is recorded in the lunch room attendance book.*		

Time	Activity	Type of Monitoring	What information is being collected?	How do you feel about this? Why?
1:00 p.m.	Return to school.	*Some schools have video monitoring in the halls.*		
2:00 p.m.	Leave school early for a doctor's appointment.	*The nurse in the doctor's office asks your parent for your health card number and medical history.*		
3:00 p.m.	Go to the drugstore with your parent to pick up a prescription.	*Your prescription is entered into the pharmacy database.*		
3:30 p.m.	Call your friend on a cellular phone.	*Anyone with certain scanning equipment could listen.*		
4:00 p.m.	Driving home, your parent is stopped by police and given a speeding ticket.	*Police check your parent's licence and driving record.*		

Time	Activity	Type of Monitoring	What information is being collected?	How do you feel about this? Why?
4:30 p.m.	Go to the local store for candy.	*A camera monitors you while you shop.*		
6:30 p.m.	Log on to the Internet, and visit a Web site.	*"Cookie" (tracking file) is stored on your computer.*		
6:45 p.m.	Type in your name and address to get a password to another Web site.	*You leave an electronic trail back to your computer.*		
7:00 p.m.	Read your e-mail and send messages.	*Your e-mail can be read by others in a variety of ways.*		
8:00 p.m.	Subscribe to a magazine or CD club.	*Direct marketers buy lists of names to learn about your preferences and interests.*		
9:00 p.m.	Go to bed.			

Source: Adapted from and used with permission of the Information and Privacy Commissioner for Alberta

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